THE JOURNAL OF EDUCATION

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The Journal of Education

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HOW TO TREAT ADVERTISERS . . .

We have never happened to see anything by Emily Post on the subject of how to treat the advertisers whose messages appear in your more or less favorite professional journal. So we hasten to supply that glaring omission ourselves.

Your question, Mr. Wood B. Mannerly, suggests a similar one on how to treat salesmen. You should assume at the outset that a salesperson wants to do two things: to secure your order for his own sake and to put you in possession of something worth more to you than the money you will pay for it. You will treat him courteously, so long as his desire to get your order does not cause him to forget your interest in having what is best for you. When he puts on the old high pressure, show him the door.

Now with advertising it is different. You either open the door of your mind to it or you do not. You can welcome it or snub it, and who will be the wiser? *You* won't be the wiser if you snub such advertisements as are presented in the JOURNAL OF EDUCATION. The publishers of this magazine have promised the advertisers a select audience of men and women concerned with education and eager for suggestions on how to make instruction "take." "Very well, then," say these concerns. "Carry our announcement to your readers. Let's find out if they are the alert, responsive, professionally-minded people you describe to us!"

It is good etiquette to admit each advertiser to your think-and-do shop for at least long enough to decide whether you are interested. If the verdict is "Yes," you will resolve to tell the advertiser when you write to him, or his representative when he calls, that you noticed his advertisement in . . . what *was* that magazine? Oh yes, The Journal of Education. The one in Boston.

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. . . TEXTBOOK TOPICS

Pretended Economy

During the calendar year of 1942 only a little over 1% of school expenses went for textbooks. An expenditure of 2% would provide every school with rich new materials of instruction.

When a school executive urges that funds are lacking for textbooks, he is really pretending to economize in a field where the total economy could be only a little over 1%.

Unfortunately for publishers, the textbook has been widely advertised as a real expense to schools.

It is true that the public is restless about the amount of money spent for education. On the average 20% of the local tax money goes for education. Of this large fraction 65% to 75% goes properly to teachers' salaries.

It will readily be seen that these percents are so much higher than the small 1% to 2% for textbooks that any economy in textbooks could affect teachers' salaries very little.

A true economist watches the large expenditures, and there are many of these outside of teachers' salaries. School equipment, for example, costs twice as much as textbooks.

After all, the schools exist to give the pupils information in the various courses studied. This information comes in best form in a textbook.

It is true that a good teacher can supplement a poor textbook. It is unjust, however, to insist upon this point to the extent of penalizing the good teacher with a poor textbook.

Especially in time of war it is important that parents should have confidence that the books are giving their children the latest information.

The advertisements of the aircraft companies were good examples of this expectation. They read 'Your child will bring home a new geography this year.'

Not only in Geography, but in Social Studies, Science and Mathematics, young Americans have the right to study from new books this year.

The shortage of teachers and the shifting of the teaching personnel from one place to another make it important that pupils and teachers should have the benefit of up-to-date textbooks with a complete service of workbooks and teachers' manuals.

— *Reprinted from Secondary Education*

Our America

One's first thought of a pictorial history of the United States is of crudely drawn comic strips, with their stories told in lettered balloons extending from the lips of characters. This description by no means applies to *Our America* by Herbert Townsend. For this is first of all a gay and beautiful book—the sort of book that is eagerly bought from bookstore counters at Christmas time, or would be if it were not mainly a book for schools, with fourth-graders holding priority. From its red, white and blue front cover to its last bright leaves it is a delight to the eye and the imagination. Never a page is without its artistic touch. Each epoch or major division is introduced by a poster-like drawing that captures interest. Then comes a procession of pages, each illumined with pictures in rich colors; pictures that add vividness and often a glint of humor to the printed words. These, by the way, are set in a type face of ample size and their literary style is crisp, informal, sometimes colloquial. It's the language of modern America. The pictures, with their graphic strokes, put one into the atmosphere and time of each episode. We see the nondescript horde of men and boys gathering in Cambridge for General Washington to drill into the army that was to defeat the King's best soldiery. When we come to the struggle over slavery a single page, with its contrasting scenes of how the South and the North respectively viewed that institution, tells at a glance what many books have been written to explain. When the famous juncture of railroads is effected at Ogden, Utah, the spirit of the occasion is reflected by the two locomotives joyously shaking hands! Many devices of the cartoonist's craft have thus been brought into play, yet with such restraint as not to belittle the serious, dignified and dramatic history of this nation. As for patriotism, he would be a strange youngster or oldster who failed to love the country so obviously the hero of this true and fascinating narrative.

OUR AMERICA by Herbert Townsend. Allyn and Bacon, Boston.

Science Unitexts

Six new members of the famous Unitext family have just appeared, bearing the general title *Basic Science Education Series*. Those we have examined in the latest consignment are for intermediate pupils, and each is by Bertha Morris Parker of the Laboratory Schools, University of Chicago. Here is the list of titles: *Animals We Know, Machines, Sound, Dependent Plants, Plant and Animal Partnership*, and *Garden Indoors*.

These well written, fully illustrated and altogether alluring paper-covered books abound in facts sure to astonish young readers; sure also to convince them of Nature's endless versatility in providing for the perpetuation of life in all its forms.

BASIC SCIENCE EDUCATION SERIES. Unitexts for Intermediates. Six books by Bertha Morris Parker. Row, Peterson Co., Evanston, Ill. 32 cents each.

Health For You

Even so clear and pointed a text as *Health for You*, by Katharine B. Crisp, can only give information; it cannot insure that this will be put into practice. Yet the obvious directness of the book's concern for the physical well being of the student, its constant effort to be fair and truthful rather than use overstatement, seem almost bound to result in better observance of health rules. A noticeable quality of this text for high school pupils is its freedom from technical matter of the type that is impressive but not worth learning by anyone who does not expect to take up medicine as a profession. The book devotes three of its major parts to

AND REVIEWS

health as a personal asset. It then deals with the community aspects of health. The final division considers health in relation to safety. The work deserves credit for what it omits as well as for what it contains. It tells just about all that the young person needs to know about the human body and its care, and tells it in a way to be understood and applied. In giving advice its first aim is to have the pupil see the facts and chart his own course wisely. The author is aware that people are different. They don't all require six glasses of water daily, nor do all smokers land in a graveyard at the age of forty.

HEALTH FOR YOU, by Katharine B. Crisp. J. B. Lippincott Co., Chicago. $1.80.

American History For Colleges

American History for Colleges by Muzzey and Krout, has a content chosen for its significance in the shaping of this nation, politically and socially, into its present pattern. The arrangement is chronological rather than topical. Our country has had a fascinating career, packed with drama, conflict, expansion, ideals, destiny, change. Here in a volume of some nine hundred pages are the pertinent parts of the record, set down by scholarly and experienced authors in order to make college students better equipped for intelligent citizenship. The book has been revised and a final chapter covering the last six years has been added. In general more attention and space have been given to recent events than to earlier ones.

AMERICAN HISTORY FOR COLLEGES by David Saville Muzzey and John A Krout. Ginn & Company, Boston. $4.00.

Dictionary of Sociology

Nearly a hundred sociologists shared in framing the definitions in *Dictionary of Sociology*, edited by Henry Pratt Fairchild. No doubt later editions will find this 342-page work expanded, new terms added, pronunciations given for some or all of the vocabulary entries, and occasional typographical slips corrected. Yet an earnest and scholarly effort is evinced and the volume deserves wide respect and study by all persons who think and write on sociological matters. Its pages make illuminating reading to the layman. If any one doubts the meaning of *anthropophagus, gerontocracy, social anabolism, antagonistic cooperation*, or if he is confused about democracy itself, this specialized wordbook makes all clear. Amateur sociologists, in particular, should consult this dictionary. And this goes for the people soon to descend upon us with political speeches.

DICTIONARY OF SOCIOLOGY, edited by Henry Pratt Fairchild. Philosophical Library, New York. $6.00.

Children's Book Festival Meets Delays

NEW YORK—Plans for the eighth annual Children's Spring Book Festival, sponsored by the New York Herald Tribune, have been announced by Mrs. Irita Van Doren, editor of the Herald Tribune Weekly Book Review, and Mrs. May Lamberton Becker, editor of the weekly department "Books for Young People."

The festival will be observed nationally from June 3 to 10, more than a month later than usual, because of war-time publishing bottlenecks. Mrs. Becker said that shortages affecting the manufacture of books, especially the scarcity of skilled labor and consequent delays in the production of bindings, necessitated the later date.

"War has reduced somewhat the color in our children's books and they are smaller, but we are yet far from the point English publishers have reached with their miniature volumes for young people," said Mrs. Becker. "Many British books are 3 inches by 2½. They are made from 'off-cuts' or scraps of paper and are quite charming. American children's books, especially those for older ones, are about three-fourths of the usual peace-time size, and they have not suffered even in appearance by the reduction of their white-paper content."

Handbook of Writing and Speaking

The many rules and quirks our language possesses irk not only the foreigner who tries to master English—but also the teacher of high school or even college classes in oral and written composition. To the relief of some of these teachers will come the new *Handbook of Writing and Speaking*, by Woolley, Scott and Tressler. Its purpose is to avoid profuseness; to give essentials rather than cover every small point regardless of how rarely it may arise. But it is more than a manual of reference. It is also a textbook. It proceeds in orderly fashion from the use of the library and one's personal thought-equipment, through the various processes of expression, to a third and final part devoted to details of grammar, punctuation and specific usage of many troublesome words—the latter a twelve-page section, alphabetically arranged and of utmost value. Let it be said, moreover, that the authors are not crabbed in their attitude toward changes in the language. They are liberal in recognizing colloquial and informal usage and those currents which have built our English vocabulary to its present richness till our lexicons count their words by the half million.

HANDBOOK OF WRITING AND SPEAKING by Woolley, Scott and Tressler. D. C. Heath and Co., Boston. $1.28.

Group Relations

Outcroppings of violence in some of our larger cities in recent months have made many of us realize that the spirit of Naziism can be aroused here. A course of study on group relationships was conducted at a series of luncheon meetings in New York during the winter of 1942-43, and its addresses by a dozen or more persons drawn from as many different cultures have now become available in a single printed volume. It is called *Group Relations and Group Antagonisms*, and is edited by R. M. MacIver. In a field where bibliography is still extremely short, here is a work of amazing scope and value to any citizen aware of this most challenging social problem. Group discrimination, the branding of everyone in a certain minority sector with the stigma of possessing characteristics we do not like, is a denial of democracy and of human brotherhood itself. A general change

of attitude is sorely needed. The addresses in this collection are varied in content and illustration, but alike in their bearing upon the one thing needful. Our public schools have in many instances awakened to the problem and are handling it with increasing thought and wisdom. School administrators and other educational leaders will find much to aid them in their work along this line in this unusual symposium.

GROUP RELATIONS AND GROUP ANTAGONISMS, edited by R. M. MacIver. Published by Institute for Religious Studies. Distributed by Harper & Brothers, New York. $2.

School Boards and Superintendents

The need for a better informed, better functioning administration, board working with superintendent and superintendent working with board, for the best possible management of the schools can be met in part by a book, provided it is of the right sort. And such a book has now become available. It is called *School Boards and Superintendents*, and its author is Ward G. Reeder of Ohio State University. It gives clear and helpful answers to 269 questions that any board member or superintendent might encounter. Here, in a well organized manual—not a mere quiz book with its jumble of topics—are the fundamentals about everything from hiring a janitor to planning a new schoolhouse. Here is material about consolidation and transportation; about school budgets and school accounting; about selecting teachers and getting the best out of them; about changing curricula and choosing textbooks. We can see a lot of school systems bettering their performance—and *the* lot of superintendents in various places growing happier as a result of this small, innocent looking but well loaded volume. This assumes that enough superintendents have the courage and tact to plant it where it will go off with due effect.

SCHOOL BOARDS AND SUPERINTENDENTS, by Ward G. Reeder, The Macmillan Company, New York. $2.00.

Making and Marketing

Call them economics, social studies or what you will, a pair of new texts for fifth to seventh graders apparently packs a heap of interest and promises to open many an eye to what makes the wheels of business go around. The books are: *Making the Goods We Need* and *Marketing the Things We Use*. In the "Making" book, many different products are traced from their origins through the manufacturing processes until they leave the factory in finished form. In the "Marketing" book the process of distribution is traced through its most typical channels to the ultimate consumer. It all seems like a well considered plan. It gives a realistic view of things that happen all around us and minister to our comfort and our very existence. A substantial by-product is apt to be that of helping some pupils to start vocational interests and choices. An earlier member of this series was *This Useful World*.

MAKING THE GOODS WE NEED and MARKETING THE THINGS WE USE, Paul R. Hanna and others. Scott, Foresman and Co., Chicago. $1.60 each.

An American Philosophy Of Education

"A philosophy of education is, necessarily, first cousin to a philosophy of life." This topic sentence of the final paragraph of the concluding section of the present volume gives a clue to the essential significance of the work. It is "a philosophy of American education," stressing especially the foundations in life which must underlie any serious effort to think constructively about educational aims and values.

The editor and chief author of the book is the Dean of the University of New Mexico. Eleven different authors are represented. The result is a very distinctive contribution to educational literature. The two most outstanding characteristics of the work are the broad scope of its material and its exceptional human interest. In the preface, which bears the caption, "Introductory—to the Young Teacher" is to be found a quotation from Harold Rugg which states that the professor of education must "become a student of the deep-lying forces of American culture." The thesis of this book is that the classroom teacher should also be familiar with these forces. The result is a delightful, stimulating, and richly informing volume.

FOUNDATIONS OF AN AMERICAN PHILOSOPHY OF EDUCATION by Jay C. Knode and Associates. D. Van Nostrand Company, Inc., New York. $3.25.

America's Musical Heritage

Did you ever hear history sing? Well, that is precisely what it does in the new and apparently unique next, "America's Musical Heritage." Done in a simplicity of style that puts it in reading range of intermediate and junior pupils, the books portrays the progress of music as it has gone along with history and helped to make history in successive epochs of this nation's unfolding life. Many songs are interspersed for classroom use. Episode and anecdote are interwoven in a fashion to give continual sparkle. Tied to memorable occasions, music itself becomes memorable and releases its rich values to the growing child.

AMERICA'S MUSICAL HERITAGE by Burk, Meierhoffer and Phillips. Laidlaw Bros.: Chicago.

Planes for Bob and Andy

One reason why those children classed as "slow readers" fail to acquire greater facility doubtless lies in their discouraging encounters with printed matter that is crowded with unfamiliar words. To set before them on the other hand a reader whose words are simple but whose ideas they have outgrown, causes them to feel resentful. Hence the need for plenty of practice material with limited vocabularies and subject matter as mature as the child's experience permits. A book of this sort, composed for children who have about completed any basal third reader, is "Planes for Bob and Andy." Its vocabulary of 742 words is almost entirely made up of words already met by the pupil. Exceptions are the few special terms essential to any account of airplanes. The story of Bob and Andy is continuous throughout the book, and it takes them from the role of interested bystanders in a pasture where a flyer offers rides at five dollars each, to the time they themselves pilot mail planes.

PLANES FOR BOB AND ANDY by Huber, Salisbury and Gates. The Macmillan Company, New York. $1.12.

Editorials

How Long?

Americans, British, Russians, Chinese—all of us believe in the justice of our cause and in our ultimate victory. We are as determined to achieve this victory as we are convinced that a world in which our enemies continue to hold their plunder would be no fit place in which to live.

There is no question which side can and must and will win. But—how long is it going to take?

Persons in high authority seldom hazard any predictions on this point. Least of all do they dare make promises.

Prime Minister Churchill, in his broadcast of March 26, referred to delays, both in the launching of the proposed invasion from the British Isles and in the time table for the northward thrust in Italy. He asked our Soviet allies to bear in mind the difficulties involved in gathering an army and its equipment by ocean-borne transporation.

Those difficulties must have been greater than was anticipated. For the submarine menace, which at one time took toll of every tenth ship that tried to cross the North Atlantic, has been reduced to a small fraction of its deadliness.

As for the German stand at Cassino, our generals must have underestimated the amount of strength the Nazis were ready to expend in that small area. The enemy's use of secret tunnels to pour in reinforcements was a surprise move that no one apparently foresaw. But the liberal employment of parachute troops by the Germans was also a factor in our initial defeat at Cassino. And that was a possibility which needed to be reckoned with in advance.

Attrition is a lengthy process. The Russians have been wearing down German manpower and equipment on a huge scale. British and American bombings have wrought immense destruction throughout Germany and the occupied countries. The effects upon German military power and civilian morale are impossible to estimate. No weakening of morale is yet evident among Nazi fighting men—and civilians in Western Europe must keep up the appearance of unbroken morale or else.

This month's answer to "How long?" is: "Longer than we had been hoping it would take to defeat our European foe and turn our main attention to the one in Asia and the Pacific."

No doubt it is better to realize this than to let ourselves be deceived by reports of minor successes.

Backgrounds

Many high school seniors have come from homes where little good English is spoken. Some of these seniors have been handicapped all through their school life by inability to acquire the idiom and accent of well seasoned Americans. Others, with the same foreign background to be reckoned with, have been quicker to imitate their teachers and other exponents of the well groomed tongue and have emerged with barely a trace of foreign origin.

No doubt more can be done than most schools yet do to assist those children of foreign parents who do not readily get hold of our common language—children who, without special assistance, may be hindered and embarrassed on many occasions both in school and after.

On the other hand—much should be said and done by teachers to demonstrate to every child from a foreign home that he or she need not blush for that home or those parents. Friction between children and their families of alien birth is often intensified by the children's false notions of their own social superiority. If some of them only knew the courage and ideals and ambitions, not wholly selfish, that brought their parents to this country! Nor is defective English any sign that the older generation lacks intelligence or has brought from other lands no worthy contribution to our culture.

Improving upon one's background calls for more than merely polishing one's English.

One Nation in One World

Wendell Willkie, in accepting his Wisconsin defeat as the death-knell of his hopes for the Presidency, expressed anxiety for the Republican party. He fears lest the party spurn the ideals of world solidarity he has advocated and become an instrument of reaction with a program of selfish aloofness and virtual isolationism.

While there are undoubtedly two camps already forming as regards this matter, each of our great parties will be wise to avoid extreme commitment in either direction. The great majority of us are now agreed that isolation is impossible. We are agreed also that we cannot neglect our own economic interests as a nation in vain attempts to put the remainder of the world on Easy Street. We agree further that we must cooperate with other governments in

measures to prevent another war, but in so doing must not lose any essential part of our own sovereignty.

If you have a rich neighbor, you do not ask him to support you. You want him to be courteous and fair in his dealings with you. If he makes a trade with you, you want it to be to your advantage as much as to his. He may respect you without tossing hundred dollar bills across his hedge to you. In some tight spot, he may help you out. He may give you good advice when so requested. He may join with you in civic enterprises that will promote the health, safety or intelligence of your community. But he will not, in all probability, forget to look out for his own comfort and that of his family.

So it is with neighbors in the world. That world is, as Mr. Willkie says, "one world." And ours is one nation, one family in that larger community. We cannot help the rest of mankind unless we are strong ourselves. We must find a way to preserve that strength while extending opportunities to others.

Individual leaders may incline toward either one or the other of these objectives. The important thing is to keep both ends in mind and resolve never again to go lopsided.

How Is Education Possible?

How can a generation that is largely ignorant, unwise and mentally inert produce a succeeding generation that is less ignorant, more awakened mentally and more gifted with wisdom than itself?

That is the puzzle and the paradox of education.

Tradition, the handing down of what one generation possesses in wisdom and knowledge to the next generation does not of itself increase the sum total of intelligence in that next generation. Something is needed in the transmission that shall tend to better the product.

The average run of the mill specimen of mankind is quite incapable of producing any general rise in standards. He cannot truly educate. The best he can do is to pass along what little he has.

Yet society wants improvement. Each generation wishes its sons and daughters to know more, be wiser, think straighter than it has been able to do itself. Society long since abandoned the theory that parents and grandparents would do a satisfactory educational job. They are busy people. They often teach the wrong things.

The schools are society's main reliance for lifting the next generation above the level of the present.

The schools cannot do this unless they are in the hands of superior men and women; persons knowing how to teach and what to teach, and able to contribute the spark of fire that kindles boys and girls to do and to become their best.

In our economic life, for example, all progress is made by persons with special gifts of planning, inventing, discovering and directing other persons. Improvement demands talent, initiative, imagination, a zest for facts and more facts. By putting individuals with these attributes in positions of leadership, business goes ahead with ever-increasing results.

Wherever and whenever society takes its job of education seriously, it likewise will elect only its wisest, brainiest and best men and women to formulate and carry out its intention. And it will reward those men and women on a scale comparable with what industry or trade would pay them. Then, and only then, will education be a guarantee of general advancement.

Mapminded

Is it permissible in the midst of this titanic and bedeviled war to thank our belligerent neighbors in Japan and Germany for an unintentional favor or two? Well, thank them or blame them as you may prefer, they have taught us that independence depends on interdependence. They have awakened us to the necessity of staying awake. They have prepared our minds not to be caught off guard again. Maybe we should wish these things had not happened to us. We were more comfortable before they did.

One small gain may be credited without much objection. It is that we have become map-minded. Those thinner, sparser geography books we or our fathers used long ago to study were pretty much all maps. Pupils—or were they "scholars"?— were made to glean everything by way of information that a map contained. They were made to practice copying the maps—not tracing them. Then they were required to draw them on the blackboard from memory. Chief cities, rivers, lakes, mountain ranges, deserts and other natural features had to be included. Giving the boundaries of a political division was a regular part of what the conscientious teacher demanded.

Needless to say, there has been a falling off from such map exercises in recent years. The average American in his thirties has a rather hazy picture of any state or region he hears mentioned.

Today, maps are again in vogue. They are selling by the million. Millions more of them are being given away. Not only are our men in uniform studying their maps with eager thoroughness, their friends and relatives at home are poring over atlases and special war maps to see what manner of place their fighting men may be inhabiting.

Geography is much more than maps, of course. But maps are fundamental to the subject and their return to prominence and attention marks a substitution of definiteness for blur in one field of learning.

BEHIND THE WORD "DEMOCRACY"

CHARLES THOMAS BROWN
Florida Southern College
Lakeland

I READ much about democracy. The evening paper, the weekly news magazines, big books of history and big books of fiction tell me all about democracy.

I hear much about democracy. Every time I tune in a speaker, he cries for his convictions in the name of democracy. I hear the politician plead for a vote because he stands for the democratic principles. His opponent shouts with equal force for the same vote, though he advocates a different democracy. I hear one senator pleading American cooperation in the establishment of an international police force, in the name of democracy. Another senator pronounces in measured words that we must refrain from such participation, in the name of democracy.

Then I hear about spreading democracy. And I hear the four freedoms are democracy, that they are for democracy, and that democracy is for the four freedoms. Everything each man desires is in "harmony with the democratic way of life."

What is a democracy? Not the frills, not the non-essentials, not the things that are a part of any government. What, when added to a governmental form, makes it a democracy? What, when extracted from a governmental form, changes it from a democracy to something else? What is peculiar to democracy? What is the element, democracy?

A democracy is that form of government which is carved out of the principle that the governmental structure, its very existence, is dependent upon the freely expressed will of the majority. It is not enough that the majority favor the government in power. Perhaps Germany does this at this hour. Majority approval alone does not make democracy. Democracy insists that the majority may, without coercion, change at will. It is nothing more. It can be no less.

Democracy does not imply capitalism, socialism, communism. Any one of the three may exist in a democracy. They are kinds of economic systems. I like one. You may like another. Whatever the majority chooses lives in a democracy. Democracy is the right of the people to choose their government, to change it. That is the heart of democracy. That is the breath of democracy. That it must have to persist. That is what has been lost, when democracy escapes a people.

This thing democracy like all living things must be eternally nurtured. Like all young things in its youth it may grow of its own enthusiasm. But as it grows older and stumbles into the complexities of adult life, it can maintain its vigor only as we persist in the never ending task of reloosening soil about its roots.

There must be reasons to justify this toil. Why do we want a system sensitive to the people, breathing with them? In answer we search deep into the nature of life. A few facts.

The very fact that we recognize the necessity of government is evidence of our acceptance of the conclusion that law and order are necessary to man's well-being.

One of the astounding facts, however, of the average man's knowledge is that this self-evident acceptance of the necessity of law is without a corresponding penetration as to what law is for. As we perceive the purpose of law, we understand both the strength of democracy and the conditions for its growth.

True, law is for the purpose of having a basis for apprehending the law-breaker.

But I do not care to break the law, nor do you. The majority of us do not. If we did there would be no hope in law. What, in the course of time, is strong enough to oppose the will of the majority? But the most of us do not care to break the law. Is the law not for us?

Law is designed, primarily, for the purpose of informing the average man how to conduct his affairs to both his neighbors' and his own best interests. Law has a rhetorical ninety percent informative purpose. If we had no traffic laws the great catastrophe would be in the fact that no code existed to assure you and me, and the millions like us, security in passing one another on the highways of the world. We are beings of short vision. In a thousand transactions you do not know what to expect of me; nor I, of you. In a thousand instances, without law, we would be without guide.

The early settlers burned thousands of acres of forest. Glad to get rid of the lumber. Tired of seeing it. But that act is a criminal offense today, not because we want to apprehend the man who kindles the fire. This law is not a fence in the path of man that a game of catch may be played between an offender and the law. This law exists, basically, to in-

form man as to the value of lumber and the way that he may serve his own best interests.

The success of the law is dependent almost entirely upon the broadcast of information and the attitude of the people toward the law. One of the almost untried and important functions of government administration is the education of the people both as to the facts of the law and the need of the law. . . . . .

The most stirring implication ot the democratic principle vibrates in the word freedom. Another "soul" word that gets juggled about. The truth of the matter is that this word freedom is a one word book on the belief that people ought to grow, ought not to be molded.

This is a belief that the natural inclination of the healthy citizen is the revelation for law. The government should pulse with man. The government should breathe in rhythm with the breath of man. The government should reflect the temperament of man. The government is the servant of man.

In such a government—we call it a democracy—the educational phase is countless times more important than education in any other system. Force will exist in place of education. It has for thousands of years.

But even where force is the primary tool of government the education of the people is the fiber of the people. Germany is not her steel. Germany is not Hitlerism. Germany is a hundred years of Prussian education. Hitler is the bitter essence of Prussian gospel. Education for domination makes a god of force, and man, in the god's likeness, a servant. Man is made in the image of steel. When this image has faded from the eyes of the German people, the world need not fear Germany.

The fiber of force is the education for force.

The fiber of freedom is the education for freedom.

But how can we educate for democracy? The very fact that force is the mortal enemy of democracy speaks eloquently that education for freedom is learning, not teaching; that men are not stretched, that they grow.

Democratic people must learn their lessons from the farmer. The farmer sows the seed in fertile soil, and controls as best he can the influences brought to the life of the seed. He knows what healthful weather is because he knows what is in the seed, what it will become, and the nourishment it needs.

This business democracy. It, too, is natural. It grows out of the climate of the people. Because it is natural, it will in the end persist.

But America, you are the biggest democracy today. Fate has given you strong arms and strong legs. You are still a youth. A big fellow. But there have always been big people. There are others right now just as big.

You want to be an individual, America. You have one distinction. You are the largest of the democracies. You are more responsible for the fate of what you stand for than anybody else on earth.

If you are not wise enough to see what your act is and how to play the part, you'll become an almost was. Oh! You have an abundance of strength in your veins. But you are a swaggering youth. I would that your 130,000,000 could see that your significance is your democracy. History will remember you, only for what you did with it.

Your organized laborers are threatening the will of the majority. You recognize the force of one group against another. You have legalized anarchy within the structure of order.

You have promised the world a new world, America. Where are you going to get it?

America, you have promised democracy to the world. Wake up! America. You can't give it. What you have of it nobody gave to you. Democracy is not for the giving. If you try to give it, you deny the world the only thing you have that it needs.

America, regain your "primal sanities." Take yourself back into the quiet of your study. Re-examine yourself. For the sake of those who died in your deliverance, try not to adopt the technique of that you are bent on destroying. America, don't lose your soul. Don't be blind to your own weaknesses.

The flower does not shout at you its beauty, nor cast its fragrance to the wind. And the corn grows in the silence of the long, warm summer nights. The fruit has a value to man. Man wants it. Man needs it. . . . .

Do we have something for the world? Yes, we have a number of things The world has most of them. If we have one thing of which there is a world shortage, it is democracy. But it can be only where it is wanted. If we will that men the world over shall share the right to breathe, we must breathe the deeper. Our great work is to clear the atmosphere at home, regain the simple truths, test our actions against our beliefs.

The work will go forward as reason penetrates and as we make understood these truths: democracy can be protected by force, but it can not be spread by force; the life of democracy is the education of the people; and here is the elusive truth—the education must be by indirection.

Democracy can be had, it can not be sold.

Man can not put life in a dead body.

THE VIKING SPIRIT LIVES TODAY

KURT D. SINGER

"I will not call upon you to do anything which I regard as wrong. Nor will I teach you anything which I regard as not conforming with the truth. I will, as I have done heretofore, let my conscience be my guide, and I am confident that I shall then be in step with the great majority of the people who have entrusted to me the duties of an educator."

(From the Norwegian Teachers' Pledge to pupils.)

THIRTEEN hundred Norwegian teachers, 800 Norwegian clergymen and 250 students under sixteen are today interned in Norwegian and German concentration camps, and this in a country which has only three million inhabitants. All of Norway has fewer inhabitants than the city of Chicago.

These men, women and youths are behind prison bars because they refused to teach and to preach from German Nazi textbooks translated into the Norwegian tongue. In every school room in Norway there hangs a picture of Hitler; in some a picture of Vidkun Quisling, the traitor, as well.

Norwegian teachers have been compelled to teach the Nazi doctrine and Nazi inspectors who supervise the class room instruction often force teachers and children to stand at attention and repeat the words:

"God sent Hitler and Quisling to the people of Norway."

or

"Jesus Christ was a Jew. Jesus Christ was not the son of God. Adolf Hitler is the son of God and Vidkun Quisling is his Apostle."

Recently five hundred of the thirteen hundred teachers who refused to teach these doctrines were loaded on cattle cars and taken to the nearest port, where they were put aboard an ancient, ramshackle steamer and ordered below deck to be taken to the North Cape in the Arctic. There they were forced to work on the fortifications the Nazis are building against the coming Allied invasion.

These Norwegian teachers are good patriots and their hearts are wholly with the Allied cause and with their own King Haakon. They built the fortifications because they had no choice. But could they help it that the temperature was 75° below zero? Was it their fault that in their "ignorance" they often added too much water to the concrete mixture? When the fortification walls were done, they were firm as rock and firm they remained as long as they were covered with a sheet of ice and snow. But when the first rays of the springtime sun melted this icy coat, the whole carefully erected structure fell to pieces and the anti-invasion wall proved to be useless.

Norway has few Quislings. Hardly one percent of her population joined the Quisling party, in spite of the tremendous pressure upon it. Particularly courageous were the Norwegian teachers. Out of the 966 teachers in the schools of Oslo, just 37, and not one more, could be persuaded to join the Nazi teachers' union.

Those of them who have not been arrested are having a hard time of it; maintaining even a semblance of discipline in their classrooms has become an almost hopeless task. Hatred for the Nazis is so great that the children take incredible risks, and the teachers spend sleepless nights in their fear of what may happen next that will bring disaster down on the heads of their charges.

Not long ago the schools of Bergen, the second largest city in Norway, were ordered to send their classes to visit a Hitler Youth exhibition. Five hundred young people were finally persuaded to go, but on the way to the Exhibition Hall, one of them started to sing the National Anthem, and they all chimed in, closing with a rousing cheer:

Long Live King Haakon!

Arriving at the Exhibition Hall they refused to enter. Instead, they marched firmly past the entrance gate, singing the King's Song and shouting cheers for the Allied countries:

"Long live England"

"Long live America"

at the top of their young voices.

Needless to say they were all arrested. One six year old tyke was pushed aside as too young to be bothered with, but he strode angrily up to the Gestapo chief, crying out:

"Long live the King—I want to be arrested, too!"

That is the situation in Norway today. Teachers who try to protect their pupils from their own daring, are themselves in danger of arrest and must flee to safety. Not long ago a small fishing boat brought twenty-five of them to a small port on the British North Sea Coast, most of them brave and courageous for themselves, but worried for their families and relatives at home, though they know that every effort is being made to take care of them.

School children in Norway have organized a regular service for collecting money and food for the families of imprisoned teachers and clergymen, to help them over the first few weeks. After that the underground agents of the government-in-exile take over. Since the

Norwegian government was able to salvage all its financial resources when it fled from Norway—besides having at its disposal a huge merchant marine of a thousand ships which are sailing the seven seas for the Allies—it can take care of the victims of Nazi persecution generously. Ways have been found of paying a regular salary to every wife and family of an imprisoned teacher or clergyman, some of them for as long as two years and over.

With this encouragement, the morale of the anti-Nazi underground in Norway is unbroken. The teachers continue to tell their pupils the story of the great Viking Leif Ericsen who discovered the New World and they never forget to add:

"Thus, long, long ago, the Vikings went to America. But soon, perhaps tomorrow, the Americans will be coming back to the descendants of Leif Ericsen and his Vikings."

SHALL I GO TO COLLEGE?

RICHARD STOCKTON ULLERY
American International College
Springfield, Massachusetts

IN previous years, when commencement day arrived, the high school senior had usually succeeded in sketching out a more or less definite pattern for the immediate future. Further activities, whether involving work, travel, continuation of education, or the making of a home, could be far more clearly visualized than during the present war-days; for today few plans can be made with assurance that they may not be soon disorganized.

The young man of seventeen or eighteen years graduating from high school this spring of 1944 realizes that there is not very much time remaining before he can reasonably expect to enter the armed forces. Perhaps he has planned to continue his education after high school, and if so it is natural for him to question the desirability of going on to college because of the lack of certainty as to how much time he will have before being called into service. If he decides to forget his educational plans "for the duration" and get himself a full-time job, he is likely to find that, in spite of the need for man-power which exists today, work is not always easily obtained by a young man who has or is expecting to have a I-A selective service classification.

However, let us suppose that he gets a job and works full-time while he awaits his call. He will probably notice that as a general rule those of his friends who are in the armed forces and who had continued their education beyond high school are serving their country in more responsible positions as a result of that extra training. For in no previous war has the need of education and mental training been so emphasized by the War Department. The enlisted reserve programs set up by our government, through which young men were urged to continue their college studies on inactive duty until called to active service, and the present A-12 and V-12 plans, through which young men on active duty are being sent to various colleges at government expense, indicate the extreme importance attached to college education by our military leaders. A year or even less of college has been proved to pay dividends to our country, and to the individual, in connection with the general war effort.

Not long ago there came to my desk a letter from two men in the army. Their address was Postmaster, San Francisco. The letter read:

"Upon leaving the military service, we, the undersigned, desire to enter the American International College. Please forward to us your catalogue and application blanks. Thank you."

I had never heard of these boys before; I do not know what part of our country they call home. I know nothing more about them than is stated in their letter, but it is not hard to picture them writing that letter. Two young men, from somewhere in our United States, thousands of miles from home, family and everything that is theirs, perhaps in the jungles of Tarawa, perhaps in the bush of New Zealand or the Australian veldt, are making plans for their future. They decide that when they get home one of the first jobs they will undertake is to continue their education. This is important business to them; they go over the matter at odd times, perhaps on different occasions; they decide on their college, get hold of a typewriter and one of them taps out their letter to that college. They both sign it and the letter starts on its long journey, carrying the gratifying message to us here at home that members of our armed forces, on the battlefront, have clearly in mind the importance of continuing their education upon leaving the military service.

In the midst of a life which we are probably incapable of imagining, two young men in the Pacific took time out to think about their future after the war. They, and many others in our armed forces, are realizing the value of education; they, and many others, know that to be well-prepared saves time in the long run.

There is no certainty that those two young men will go to college. They are on our battle-front. And if they, in their circumstances, consider the continuation of their education important enough to take thought and steps about the doubtful future now, what should be the value of further education to the young man graduating from high school this spring, who is not yet in the armed forces, and for whom it is possible to go on to college, here and now, for some period of time, even though the length of that period be indefinite?

The problems facing the girl who is graduating from high school this month are just as real, even though not so apparent.

It is to be feared that, for various reasons, there will be a shortage of men in industry for some considerable period of years. That means that there will be an adequate supply of responsible, well-paid positions for women who are qualified to handle such jobs.

Today it is possible for girls to step into positions that pay very well, straight from high school, and it is natural for some high school seniors to feel that further education is a waste of time and money.

But let us take a long-term view The future is doubtful and uncertain, but we must agree that whatever uncertainty now exists there is one thing, at least, that is certain, and that is that this war will some day end. When it does, the end of the present era of easy money will not be far behind. Many of the big-pay war-time jobs will cease to exist, and civilian jobs will not continue to offer present-day prices to untrained workers. It is likely that high school graduates who have not continued their education and who have been earning war-time money may receive a severe shock when, for the first time in their working lives, they discover that ordinary educational training and equipment can command positions offering only ordinary responsibility and pay, and that education carried beyond secondary school will usually produce dividends. That fact was lost sight of by many during the last war, when business conditions were comparable with those of today. There is the story of the young man who was earning some sixty to seventy dollars per week on November 10, 1918—the day before the Armistice of the first World War. The afternoon of November 11 he was notified by his foreman that his services would not be required for awhile, but that they might need him within a few weeks. The job which he had been doing had ceased to exist, because the war was over. Two weeks later, he was called back and he was told that because he had been a very good worker he would be rehired, but on a different basis. because the plant would be doing a different job from that of war-time. His new job would pay twenty dollars per week. The young man, feeling insulted, refused the offer, and said he would find work elsewhere; after some time he did succeed in locating a job which paid him twenty-two dollars and fifty cents a week. That was a heavy cut from sixty, but it was the best job his schooling and training could buy for him after the war-time inflation of wages had returned to normal. It is not pleasant to think of our high-school graduates of today being caught in such a trap, but it is likely that many of them will be.

On the other hand, there is, and will continue to be, plenty of room at the top, because comparatively few people will take the trouble to prepare themselves to get there. Shortages in the fields of engineering, physics, and chemistry have already begun to make themselves felt, and the opportunities for trained personnel to reach the upper brackets are practically unlimited. Another field in industry in which the opportunities for trained women are becoming more important is that of personnel and management. Trained women executives are in demand and will continue to be in demand to handle the increasing number of women employees; the business of management has become a profession in itself, and a college education is an important qualification for such positions. The time is fast approaching when business, as well as the professions, will demand that its potential executives possess training beyond the ordinary high school education.

The boys whose letter I referred to are evidently aware of these conditions, and in these days, when formal education is necessarily thrust somewhat into the background, the evidence that they, and others, in the military service and out of it, are continuing to lay plans for their education, gives good hope that, regardless of the length of the war, the institutions and values which we hold dear will not be fundamentally affected.

They'll be going into the armed services soon, these lads of yours. And they will have time to think. They will think back over their young lives and will remember those companions, parents, teachers and others who have been friends to them. Will you be one that they will hold in grateful memory? That is for you to settle with yourself and them right now. —A.W.B.

VOTING AGE SHOULD BE LOWERED

WILLIAM C. McGINNIS
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Perth Amboy, New Jersey

SHALL the voting age be lowered is a question that has received considerable attention over a period of several months. This question has been brought forward and discussed because of the induction of eighteen year olds into the armed forces through the selective service system. The issue probably would not have been raised if the draft had not extended downward to include eighteen year olds.

Georgia has lowered the voting age to eighteen. A pending amendment to the United States Constitution would fix eighteen as the minimum voting age in federal elections.

The most frequently used argument in favor of allowing eighteen year olds to vote is that if they are old enough to fight they are old enough to vote. Induction into the armed forces of his country does not in itself confer upon the individual any particular or additional understanding of problems of democracy. For that reason it has been said that the "old enough to fight, old enough to vote" argument is without merit. I don't think that is so. Those in responsible positions of leadership in the armed forces and those in responsible positions in the civilian war effort are agreed that it is of great importance that the fighting men shall have an understanding of what this nation is fighting for and what they as individuals are fighting for. If eighteen to twenty-one year old men in uniform can understand those problems they can understand most of the problems of the ballot including the problem of whom to vote for.

The question of lowering the voting age to eighteen is one of national importance. It is of peculiar importance to public education. Youth is a time of ideals. Seventeen and a half to eighteen and a half is the age at which most boys and girls are graduated from secondary school. It is the age at which the individual's ideals of citizenship and his ideas of civic responsibility are strongest and best. The boy and girl have just finished twelve years of education in which through literature and history they have learned to respect, admire, and love their country and its institutions and its government. For twelve years they have pledged "allegiance to the Flag of the United States of America and to the republic for which it stands, one nation indivisible with liberty and justice for all." The immortal words of Lincoln's Gettysburg address are a part of their civic creed. They believe in justice. They believe in the sanctity of the ballot. The eighteen to twenty-one year olds would be the most earnest and most conscientious voters in any election.

Education in good citizenship and participation in it are vital things to high school youth while in school. In the years between the end of high school and the beginning of the right to vote there is no organized effort to teach citizenship. During this time the ideals and ideas of citizenship responsibility grow dim. During this period the boy and girl are no longer parts of any organization such as the student council in which they have civic responsibility, and in which what they say and how they vote are matters of importance. If for no other reason than disuse their habits of civic responsibility are weakened.

Isn't it a foregone conclusion that boys and girls just out of high school would vote more intelligently and more favorably on issues affecting public education than do the rank and file of present voters? It is a well established fact that the greater the amount of education possessed by voters the greater the degree of support of public education. It is well known by all competent teachers that recency of study and experience in a subject or activity has an important bearing on the degree of proficiency possessed by an individual or group in that subject or activity. The nation would be benefited and education would be benefited by allowing the eighteen to twenty-one-year-olds to vote.

It might be said that it would be a selfish thing for school teachers to advocate giving the vote to eighteen year olds because of a belief that the young voters would constitute a group more favorable to the support of education than the present voters. But better support of the schools is never sought by honest and sincere people for the sake of the schools. It is sought because they know that better support of the schools results in better education and that better education is one of the things necessary for the preservation of American democracy and the safeguarding of American institutions.

In some states the majority of high school students of approximately eighteen years of age who were asked whether the voting age should be lowered to eighteen said no. This fact has been used as an argument against lowering the age. If it has any significance at all it is a reason for lowering the voting age. It shows the idealism and the civic responsibility of those boys and girls. To them, voting is a serious thing, an important thing, something not to be undertaken lightly. Does anyone know an illiterate or a criminal who thinks he shouldn't have the right to vote? Think it over.

"Susie, Would You Like To Read?"

MARGARET MEREDITH

"LOOK at the list of Honor Students! Notice who are on the Editorial Staff, who are presidents of organizations! The major number are from our school." Young Harger was dramatically shaking the Senior High's Weekly before the face of the placid Mr. Albertson. Harger's voice was charged with exasperation. He was thinking: "Do we have to go through all this again? I thought I had this idea sold for good."

Mr. Albertson tilted back in his swivel desk chair, and rocked slightly before answering; "But that always was the case. Our children have an intelligent background, and have, to a great extent, been raised in environments influenced by mothers and fathers who are leaders in their respective fields.

"I am thinking of all these episodes that have been making front page headlines in our newspapers —vandalism, done in the spirit of a lark; deaths and serious accidents, due to speeding and disregard for traffic signals. What a large number of them are laid at the doors of our students of recent years. We didn't use to have these."

Mr. Albertson—a fine, up-standing, courteous gentleman of the old school—is the principal of a Junior High in a large midwestern city. He had never had any of the Prussian type of discipline in his organization; but he had believed, strongly, in an orderly and controlled regime. The children had loved him—he was friendly and gentle with them when he met them in the hall; yet they entertained a wholesome fear of him—or was it respect for him?—so that to be called into his office for a misdemeanor was an experience very much to be avoided.

"You remember Bob Williams? I see where he has had three scholarships offered him—all flattering ones."

Harger's remarks were typical of the pressure that had been brought to bear on Mr. Albertson, that had instigated changes in the administration of his school. Teachers trained in colleges that were strong advocates of so-called Progressive Education had, little by little, replaced retired or deceased members of his staff. These new teachers felt he was old fogyish. Any criticism of his—his criticisms were always constructive and also tactfully given—on what seeemed to him to be rowdyism in a class room were met by arguments for the newer system.

The children who came from Elementary Schools into his Junior High had had their early education along progressive lines. In recent years they had begun to resent his efforts to "cramp their style," as they called it.

Finally, Harger was sent to him as assistant principal, and Harger was one hundred percent progressive. He always ignored any reference to the fact that a large number of the scrapes of youth which received publicity were the products of the wealthiest Junior High in the city—the one jointly administered by these two.

"It's useless to make that Warner boy take English over again. If he did not get it the first time he won't get it by repeating it. He has a brilliant mind in science, and is going places. There is no use holding him down to trying to do English! it just isn't his line." Harger hoped he had put that across.

Mr. Albertson's next remark was disconcerting: "Having a brilliant mind makes it seem all the more imperative to me that he be held to doing a reasonably good job in English. I'm not asking that he lead his class in it. But don't we do him a great injustice when we permit him to just kick over a thing he doesn't like to do, and devote his whole time to something he is intensely interested in doing?

"I'll grant that any person does a better piece of work on a job that he or she is extremely interested in doing, and has a natural aptitude for, but life furnishes many problems that have to be met and solved that are not to our liking. The world gets into a sorry mess when people turn their backs on them and ignore them—dashing off to do only those things they enjoy doing." The world had already gotten into a sorry mess and the war news was not very encouraging.

Mr. Albertson was bringing pressure to bear now to organize the program for the next year so that it would make use of the best of the old and the best of the new; but Harger wasn't willing to concede there was *any* good in the old.

"This present war is needing men of initiative and that is just what our progressive system has produced. You send a chap off in a bomber, and he has to be able to use his own head, and think out his own problems. It's quite different from old warfare when large numbers were regimented, and had to follow to a man one single instruction." Harger waxed warm over what he believed to be a winning argument. "They tell me there is a much more friendly relationship between officers and

men than in any other war—therefore greater cooperation."

Albertson tilted back in his chair and had a far away misty look in his eyes, as though he were seeing distant battlefields. He had lost a leg in World War I; the artificial one, which science had perfected, served him so well that strangers noticed only a slight limp, and those who were around him long never noticed it at all. He alone knew what a hardship and trial the loss had been. He had lost his leg carrying out an order of which he did not approve, and which had proved to be futile; but he was never sorry that he had obeyed the order. His own voice seemed to him to come from a distance as he said: "But we haven't won the war yet, and we may have to learn more things before we do. We have had to learn a good deal already."

His mind was now made up. He brought his chair down with emphasis: "I'll grant there is great virtue in the possession of initiative and that it is a characteristic well worth developing; and I'll also grant that our progressive education program and our parental hands-off program may have both been factors in bringing up a generation that are more possessed of it. But there are times in life, and many of them, when it is desirable for us to do just the thing we are told to do, at the time we are told to do it, and in the way we are told to do it; and, when this is the case, it is well to have built up the capacity to do it.

"We're going to have no more of this 'Gracie would you like to read?'—'No, Miss Carter, I don't want to read today.'—'Susie, would you like to read?'—'It's awfully nice of you to ask me, Miss Carter, but I never care about reading; in fact I don't like to hear other people read. That's why I always draw while you're having reading. I seldom ever listen.' Such darned, artificial, surface courtesy to veneer lassitude and willfulness! Susie and Gracie are going to be led to see that reading is a desirable thing to do, and that we like to do those things we do well, and the more we practice at it, within reason, the greater are our chances of learning to like to read.

"Freedom is a great thing; but unless freedom is tempered with respect for law, both natural and man-made, it leads straight to destruction."

▼

Mr. Harger came to with a start. He realized that statement had a bold period on the end of it, and invited no further argument. If he was going to carry on in his progressive program, he would have to ask for a transfer to another school. But did he want to do this? He suddenly had more respect for Mr. Albertson than he had ever entertained before. Maybe the two of them working together . . . .

▼

The clock struck one and it was time for lunch.

THE SOCIETY OF AMERICAN PATRIOTS

CHARLES J. DALTHORP
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Aberdeen, South Dakota

WHEN the *New York Times* leveled a broad-side at the effectiveness of history teaching in the high schools and colleges of the United States about a year ago, the teachers of history and the social sciences marshalled a mighty armada to refute the charges. Using pedagogical defensive tactics the history teaching groups charged that the examinations given by the *Times* did not test the students on materials which had been taught. The history teaching groups made much ado about attitudes, ideals, and general knowledge. The unmistakable evidence remained that the teachers had failed to teach the fundamental history facts so necessary to develop proper ideals, attitudes and loyalties.

A minority section of the history teaching groups gleefully arched their eyebrows at the criticism. They belonged to the old group of fundamentalists in history teaching, who believed that a mastery of history facts was necessary before attitudes and ideals could be developed. They reveled in the apparent triumph of their philosophy.

Aberdeen, South Dakota, has a group of history and social science teachers about evenly divided on the old and new philosophies of history teaching. The old group recognized the criticism of the ultra-progressive group that learning facts, causes and effects of history was dull and monotonous and destroyed the student's enthusiasm for history. Loath to relinquish their basic philosophy the old group set about to find a plan for teaching the facts, causes and effects of history which would be both interesting and self-motivating to history students. From this thinking developed a history teaching program called the "Society of American Patriots".

The program of the Society was not developed as a substitute, but rather as a supplement to American history. The Society program includes boys and girls from the lower elementary grades through the high school. It is designed to

foster Americanism, increase loyalty to the flag of the United States and to the Republic for which it stands, and to create deeper appreciations and understandings of the ideals upon which this nation was founded. It is a non-political, nonsectarian society organized to teach and maintain tolerance among races, creeds, and religions. It is not a secret society; it is neither a lodge nor a fraternity; it is basically a study society organized to stimulate boys and girls to appreciate America.

The Society is organized with seven stations. Each station represents certain goals of achievement to be attained by the pupils for advancement in the Society. The first station honors Thomas Jefferson, the father of American Democracy. The next five stations honor America's war presidents: George Washington, Abraham Lincoln, William McKinley, Woodrow Wilson and Franklin Roosevelt. The last station, that of the Supreme Patriot, honors Washington, Lincoln, Jefferson and Theodore Roosevelt, whose likenesses are carved in Mount Rushmore of the Black Hills of South Dakota.

Society meetings are held in a gymnasium or large classroom. The Society room is arranged with the stations of Jefferson, Washington, and Lincoln on one side of the room; and the stations of Roosevelt, Wilson and McKinley on the other side. The station of the Supreme Patriot is located at the front-center between the Lincoln and the McKinley stations. The organist and members of the Society occupy chairs to the right of the Supreme Patriot with the Certifying Patriots, and other officers on his left.

To become a member of the Society a pupil must master the following historical facts:

1. Know the first stanza of "America".
2. Repeat the selected stanzas from "Paul Revere's Ride".
3. Learn the "Pledge of Allegiance to the Flag of the United States of America" and know the proper method of saluting the flag.
4. Give in his own words the history of the flag of the United States.
5. Be able to tell in his own words short life histories of the following Americans: Benjamin Franklin, Nathan Hale, Patrick Henry, Paul Revere, and Betsy Ross.

As soon as a pupil has mastered the material required for a Thomas Jefferson Patriot, he becomes a regular society member and is given a pin bearing the likeness of Thomas Jefferson, and a certificate indicating he is a Thomas Jefferson Patriot. This automatically qualifies him to study for advancement to the next station. All materials to be studied are included in the *Society Manual* which each patriot owns.

The Society has an opening and a closing ceremony which employs the presentation of the flag, the "Pledge of Allegiance to the Flag," the "American Creed," the Society's adaption of the "Athenian Oath," and the "Pledge of Americanism". The marching music used for the opening ceremony is "Anchors Aweigh" by Captain Alfred H. Miles and Charles A. Zimmerman. The official song for the opening and closing ceremonies is the National Anthem.

An induction ceremony gives the new members instruction on the requirements for each station. The march music used in the induction ceremony is "Semper Fidelis" by John Philip Sousa. Before the new member receives instruction on the responsibilities of each station a Society choir sings the song of that station. The station songs are given under the requirements of each station.

The stations are presided over by a compatriot elected from the the patriots of similar rank from the Society. Each station has a podium of a different color as follows: Thomas Jefferson, green; George Washington, red; Abraham Lincoln, blue; William McKinley, brown; Woodrow Wilson, purple; Franklin Roosevelt, black; and Supreme, gold. The advancement certificates and buttons are in the same colors as the station podiums. A gold pin is awarded to the student when he becomes a Supreme Patriot. Other officers of the Society include three certifying compatriots, a color bearer and two color guards, a secretary-treasurer, a patriot guide, and an organist.

Examination of candidates for advancement in rank takes place before the entire society. The questioning is done by three certifying compatriots who hold the rank of Supreme Patriot in the Society. There must be unanimous agreement among the certifying compatriots before a member receives an advancement in rank.

Society meetings are held once each week during the school year. The meeting is held during school time one week and in the evening the following week. In addition to the opening, closing, and induction ceremonies that are a part of the meetings a suggested list of history program materials is included in the manual.

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The requirements for each station follow:

II. *Standards for George Washington Patriots*

1. Memorize the first stanza of "America the Beautiful".
2. Repeat Bryant's "Boys of '76".
3. Memorize the Society's adaptation of the "Athenian Oath".
4. Learn the "American Creed".
5. Memorize Lincoln's "Gettysburg Address".
6. Name in order the Presidents of the United States.
7. Show evidence of having brought one of your parents or guardians to a Society meeting.
8. Be able to tell in your own words short life histories of the following Americans: Daniel Boone, Henry Clay, Robert Fulton, Alexander

Hamilton, John Paul Jones, Daniel Webster, and Eli Whitney.

III. *Standards for Abraham Lincoln Patriots*

1. Memorize the first stanza of "Columbia, the Gem of the Ocean".
2. Learn the selected stanzas of the "Blue and the Gray".
3. Learn the methods of respecting and displaying the flag of the United States of America.
4. Learn to recognize the selected medals and citation awards of the United States Armed Forces.
5. Learn the insignia of the armed forces of the United States.
6. Locate the first thirteen states on the star arrangement of the flag, and locate your own state on the star arrangement of the flag.
7. Learn the ten American History dates recommended for elementary pupils by the committee on American History.
8. Bring a new member to the Society who can qualify as a Thomas Jefferson Patriot.
9. Be able to tell in your own words short life histories of the following Americans: Clara Barton, Lewis and Clark, Cyrus McCormick, Jefferson Davis, Ulysses S. Grant, Andrew Jackson, Robert E. Lee, Samuel Morse, Harriet Beecher Stowe.

IV. *Standards for William McKinley Patriots*

1. Memorize the first stanza of "Hail Columbia".
2. Learn the poem "The Thinker" by Berton Braley.
3. Study the Declaration of Independence.
   a. Be able to answer questions concerning it.
   b. Name at least twelve signers.
4. Learn the designated portion of the Declaration of Independence.
5. Study the Constitution of the United States.
   a. Be able to answer questions concerning it.
6. Study the Amendments to the Constitution.
   a. Be able to answer questions concerning them.
7. Learn the first ten amendments (Bill of Rights)
8. Learn the Preamble to the Constitution.
9. Memorize the American history dates recommended for junior high school pupils by the committee on American history.
10. Be able to tell in your own words short life histories of eight of the following Americans: Susan Anthony, Alexander Bell, Andrew Carnegie, George W. Goethals, Horace Greeley, James Hill, Horace Mann, Booker T. Washington, and Francis E. Willard.

V. *Standards for Woodrow Wilson Patriots*

1. Memorize the first stanza of "Keep the Home Fires Burning" by Iver Nevelle.
2. Learn the poem "The Republic" by Henry Wadsworth Longfellow.
3. Be able to discuss the cause and settlement of each war in which the United States has been involved.
4. Be able to tell in detail how each piece of new territory was annexed to the United States.
5. Be able to tell in your own words short life histories of each of the following: Jane Adams, Henry Ward Beecher, William J. Bryan, Richard E. Byrd, Samuel Clemens, Thomas A. Edison, Knute Rockne, Orville and Wilbur Wright, and Alvin York.

VI. *Standards for Franklin Roosevelt Patriots*

1. Memorize the first stanza of Keller's "American Hymn".
2. Learn the poem, "Inventions of Man" by Carl Sandburg.
3. Study and be able to discuss intelligently (in detail) the following pieces of statesmanship literature:
   - "Liberty or Death" by Patrick Henry
   - Farewell Address of George Washington
   - Second Inaugural Address of Abraham Lincoln
   - Robert E. Lee's Letters
   - William J. Bryan's "Cross of Gold" speech
   - William McKinley's "Buffalo Address"
   - "Our Responsibilities as a Nation," Inaugural Address of Theodore Roosevelt
   - Calvin Coolidge's Inaugural Address of 1925
   - Franklin Roosevelt's Second Inaugural Address
   - Wilson's "Fourteen Points"
   - "The Atlantic Charter"
4. Memorize the American history dates recommended for high school pupils by the committee on American history.

VII. *Standards for Supreme Patriots*

1. Memorize all stanzas of the "Star Spangled Banner" by Frances Scott Key.
2. Memorize the poem "I am an American" by Elias Lieberman.
3. Be able to accurately tell of the 70 events of American History related in this section.
4. Be able to tell in your own words short life histories of the following Americans: Douglas MacArthur, Gutzon Borglum, Sitting Bull, Dwight David Eisenhower, John Edgar Hoover, Charles Evans Hughes, Helen Keller, and Frank Lloyd Wright.

In high school classes where the Society program has been employed as a supplement to the regular class work the students have made

(Please turn to page 142)

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WHAT IS GOOD SOCIAL SCIENCE?

Seventh Article in the "What Are Good Schools?" series.

FRANK M. RICH

SO long as the school examiner sticks to the skill subjects— reading, writing and reckoning—there is comparatively little question as to what constitutes good instruction. But when he moves on to measure the social sciences—geography, history, biography, current events, civics, economics, ethics and religion—his navigation grows more hazy and conjectural. What are we driving for in these branches—a bulbous upholstery of names and dates, facts and figures—every kid a quiz kid, bursting with encyclopedic sawdust?

Or are we breeding a new strain of pistol-packing theorists, who shoot around that army intelligence scores give northern negroes higher I.Q.'s than southern whites; or that juvenile delinquency figures yield a better showing for Jewish home guidance than either Catholic or Protestant; or that labor unions are infested with racketeering leaders, against whom honest members have little if any redress; or that the American people are a nation of suckers, who swallow all sorts of silly hokum about analgesics, cathartics, smokes, drinks, glamor items, freak footwear, trade monopolies, gambling rackets, race-hate rackets, salvation rackets, and a million shallow ruses by which fools and their money are soon parted?

Or perhaps the time has come to train a new generation for world citizenship, with enough civic fortitude and insight to out-match super-man-ic greed and arrogance, and give the meek of the earth a small glimpse of their promised inheritance.

We could spend an eon speculating in this field, but in view of the paper shortage we would better get down to brass tacks with the objective a famous teacher set for himself 2000 years ago, when he said to his students: "I am come that ye might bear fruit, and that your fruit should remain."

Fruit, production, substantial benefit—that is, or should be, the target in every department of sociological endeavor. What it means in the school service was well defined thirty years ago by an N. E. A. committee for the reorganization of secondary education in their famous seven cardinal objectives: 1—health, 2—vocational efficiency, 3—worthy home membership, 4—wise use of leisure, 5—the fundamental school processes, 6—moral character and 7—good citizenship. If this sevenfold crop could be brought to perpetual bearing, that would be a harvest worth celebrating.

1—*Health.* Imagine mobilizing the economic, scientific and educational resources of the world to produce a new generation physically and emotionally sound. 2—*Vocational efficiency.* Imagine exploring the various avenues of business life to give every youth a commendable share in vocational service and satisfaction, including field practice in earning and investment. 3—*Worthy home membership.* Imagine studying and practicing the art and science of family welfare; including nursing, first aid, kitchen, workshop, garden, nursery and sewing room; with effective sublimation of crude impulse in order to reach the abiding pleasure of domestic refinement. 4—*Wise use of leisure.* Imagine building a lasting repertory of constructive leisure avocations and recreation to insure a lifetime of interesting employments. 5—*The fundamental school processes.* Imagine utilizing the many practical applications of reading, writing and reckoning in substantial improvement of everyday life.

6—*Moral character.* Imagine implementing a course of field practice in moral courage and stamina, with a 20th-century revival of basic religion, glorifying usefulness, probity, charity, tolerance and self-sacrifice, rather than bigotry, priestcraft, and racial and creedal exclusiveness.

7—*Good citizenship.* Imagine a practical course in good citizenship, based on active emulation of such heroes of service as Kung Fu Tse, Gotamo, Asoka, Jesus, Alfred, St. Francis of Assisi, John Howard, Pestalozzi, Nightingale, Pasteur and Johnny Appleseed, for the clearcut purpose of propagating a new kind of patriot, willing to pay, talk, labor and fight for civic betterment, as opposed to special privilege; helping to take the blinder off the goddess of Justice and put her eye to star-chamber keyholes; to enlarge her scales to measure everything in the public service; to apply the torch of Liberty to a mass of impenetrable law-mill brushwood, and so clear a path to universal law obervance based on general understanding and respect.

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Needless to say, this is a large order for our present social science department, whose products, measured anywhere, would probably duplicate the findings described by Howard E. Wilson in his "Education for Citizenship" (McGraw) based on a survey of the schools of New York State. The fruits on display prove neither abundant nor abiding.

The reasons seem to be twofold. First, school patrons, for the most part, expect little if any real benefit from these subjects. Pilgrim hats and Washington hatch-

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ets, traditional misinformation about the Dutch, the Eskimos and the Indians; "where is this?" and "when was that?" cover the accepted requirements. It seldom occurs to school committee members or administrators, text-book makers or home-work autocrats that that quarter-lifetime called school days might well be spent in constructive accomplishment, imitating real heroes, resolving close-to-life problems, and boosting community benefits.

The "fruitiest" social science project in my experience has been a pavilion institute, conducted for several years by the Paterson Home Bureau. Using public-park facilities and a little borrowed talent and equipment, these lay volunteers gave 200 guests of all ages all-day leadership in physical and mental hygiene, nursing, first aid, domestic science, child care, home handicrafts, games, dramatics, music, nature study, remedial school work, reading, typing, toy-loan activities, practical character training and operative good citizenship. Everybody helped; everybody learned; everybody marvelled.

When can the school department carry out an equally dynamic regimen of social-science stimulation and experience? History says it will only be when an elite guard of minute-men recognize the civic need and wrestle out their own solution. Uplift agencies the world over exemplify the parable of the slighted invitation. Community betterment banquets can cool till somebody drafts lustier appetities from the byways and hedges. New wine calls for new wine-skins, and civic regeneration calls for equally tough-skinned pioneers with a virile determination to ask, seek and knock.

Second only to the knocking is the ambition to seek. The road to a better character-building technique runs through an immensity of research. Better methods in education demand as much developmental engineering and inventive genius as aviation, television or medicine. Unfortunately, those are ingredients the educational system finds difficult to supply. Research in industry more than pays its own expenses. Medicine has liberal endowments to fall back on. But better methods in the teaching profession are mostly left to private publishers and supply houses. They cannot afford to bother with improved methods and materials till a profitable demand is established. The demand cannot be established till the apparatus is available. Hence new ideas molder on long dusty shelves labelled "Studies," "Yearbooks," "Addresses and Proceedings," "Theses," "Dissertations"—all buried in print, awaiting the trump of judgment.

But now while we middle-course pilgrims are waiting for some millennial dispensation to build a good substantial bridge

from the ideal to the actual, what can we do in the meantime to justify public faith in our professional competence and our demands for adequate remuneration?

Whatever the courses of study or the text-books may be, good social science teachers can apply the principles of ordinary science salesmanship in presenting their wares. Fortunately almost any topic can be shown to have an understandable purpose. Students will strive to reach the goal if they can be made to see that it holds some not-too-distant satisfactions for them. Hence good teaching makes the most of children's natural delight in adventure, actions of people and animals, curiosity, communication, collecting, speculation, social participation, etc. Good teaching capitalizes interest in action and production, instead of depending on marks, escape from penalties, and other artificial rewards and punishments.

New material is presented in pleasing relation to what has preceded and what is to follow, correlates with timely local conditions and events, and above all, personal experiences and surroundings. Textbooks are made subordinate to a live, human approach, made objective and impressive with a wealth of objects, pictures, souvenirs, diagrams, models and excursions.

Good teachers diversify their presentation methods, using problems, projects, stories, reports, experiments, demonstrations, chalk talks, and socialized lessons with projectors, stereoscopes, museum loans, etc. They enlist pupils' initiative in suggesting plans, problems, voluntary use of books, maps, blackboard and objective demonstrations.

If the class atmosphere is inspiring, pupils do more than half the talking, addressing the class in full, well-organized sentences, not gibberish that has to be repeated, decontaminated and unscrambled by the teacher. Intercommunication in the class is a two-way set, with ear pieces as well as mouthpieces. Pupils are eager to contribute their own share in the discussion, but at the same time socialized enough to heed what others are saying, and self-controlled enough to hold their own ideas till the opportune moment.

A clever teacher realizes that however correct and brilliant a presentation may be, per se, in the end it will prove to be as absurd and twisted as learners' misapprehension can make it. Hence the need for varied approaches from different angles, with discussions, comparisons, tests and applications, to fish the dead cats out of the empyreal springs and render the potation reasonably clear and palatable. In good social science instruction, study assignments are clear, definite, attractive and adapted to wide individual differences in sex, intelligence, age, health and personal talents and interests. They apply good correspondence-school technique, being thoroughly checked for individual blunders and misconstruction.

THE CASE OF THE TRANSPLANTED MORGANS

HELEN S. THOMPSON
Lindbergh Junior High School
Long Beach, California

MORE than ever before, the cooperation of all the members of the family and all the departments of the schools is needed in order to work out successfully the many problems presented by the wartime schedule.

You who do not live in a defense production area may not as yet have met the problems.

For example, there is the Morgan family.

They came from somewhere in the State of Wyoming. They had been homesteading for years. Their home was a two room shack, with no heat but the kitchen range, no sink, no bathtub and no running water. It was plenty hot in summer and very cold in winter.

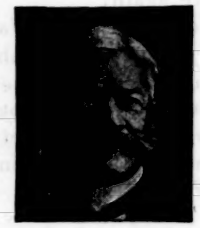
The children were never very husky, and only attended school—a country school, of course—when the weather was favorable for travel on foot.

Then a thing happened. Some friends decided to visit California last summer, and Mrs. Morgan was invited to accompany them on the trip.

Destination, Long Beach!

And like others who see an opportunity to earn some much needed money and at the same time help in the war effort, Mrs. Morgan took a job at the Douglas Aircraft plant.

In the vicinity were hundreds of attractive defense houses. Mrs. Morgan thought of her Wyoming home on the homestead and looked longingly at the many opportunities all around her. One day, she reached a momentous decision. Yes, she'd rent a house with an option to buy and send for her family. Surely, she and her hus-



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band could make enough money at Douglas to finance the venture—the family could live in a beautiful house, with all the conveniences of the modern world—and the children could attend city schools for the first time in their lives.

And so her dream came true! The family moved to Long Beach, into the new defense house, which was to became home to the Morgans. The children entered schools nearby.

A month, two, three months passed. One day, Mrs. Morgan was called for a visit to the school. In conference with the physical education teacher, Mrs. Morgan learned that her daughter, Nancy, was having difficulty making adjustments necessary for a happy life in her new school situation. The school doctor had previously been consulted and had, upon examination, found that there were physical reasons for Nancy's lack of interest in school affairs, the tired posture, the frequent absences because of colds, and her failure to prepare and hand work in on time.

The conference with Nancy's mother brought out the facts that Nancy, although only 13 years old, was actually responsible for the family ironing, cleaning, shopping and food preparation. She mended her own clothes and those of her two younger sisters, took care of the children out of school hours, and in general was in charge of the family. It was found that Mrs. Morgan worked "grave-yard," 12 o'clock midnight until 7:30 o'clock in the morning. She tried to get her sleep during the late hours of the morning and the hours following the evening meal. Complications developed because Nancy and her mother used the same bed, and Nancy could not go to bed until her mother got up to go to work. It was customary then for Nancy to retire about 11 o'clock. It was also Nancy's responsibility to prepare breakfast, rising by 6 o'clock every morning, thus giving her inadequate rest at night. Mrs. Morgan, herself, took care of the breakfast cleanup; Mondays did the family washing, and tried to organize the other work for Nancy to complete out of school hours. With rationing and food shortages, Mrs. Morgan knew that oftentimes Nancy necessarily had to make the rounds of several stores, in order to collect the food needed to prepare the family meals.

Mrs. Morgan had known for some time that Nancy was unhappy, because after the newness of the modern home wore off, Nancy listlessly washed the dishes and cleaned the house, many times doing a careless, incomplete job. Nancy confessed that she had many times gone without her lunch because she hated the mon-

otony of having to prepare and pack so many lunches every day.

The outcome of the conference with Mrs. Morgan was a change of program for Nancy, from regular physical education to an Orthopedic class. The new arrangement would provide an opportunity to work out her health problems under guidance; nutritional help in balancing meals, with particular attention to building up resistance to colds; and give special training in body mechanics, rest and relaxation; thus striving for a wholesome frame of mind through a toned, well functioning body. Vitamins for the entire family were suggested as a dietary supplement. Family recreation was recommended. Close contact with the schools was sought.

▼

As for Nancy, the smaller physical education class presented an opportunity for closer friendships and clearer understanding. Nancy began to live again!

Thus another defense family was helped through the combined efforts of the parents and the specialized public school program, stepped up to try to meet the needs of the families working on the Home Front.

▼

We've only begun—yes, more help is needed!

PRINCIPAL'S PROGRESS

Part One of a Two-part Autobiography.

FREDERICK HOUGHTON

SEVENTY years ago I learned to read, write and cipher in a small school on the outskirts of a large city. Though it was a part of the City's school system, it resembled in every way the rural schools of that time. Its two rooms were heated by huge stoves, and in winter, when the doors and windows were tightly closed, the rooms were apt to be warm, but a bit stuffy. We carried water from a neighboring farmer's well, and though it was overly close to his cow barn, the water had no ill effects upon us. Lavatories were outside and can not be described here.

We furnished our own text books which were handed down from one member of a family to another. We read one reader a year, and when we had finished it we read it again. We copied the Spencerian script in our writing books. The lower grades used a small arithmetic text which contained the combinations and pages of abstract problems. The older pupils used a larger book in which were practical problems based upon weights and measures, percentage, ratio, the double rule of three, and a little business arithmetic. The table of weights and measures were copied from older texts, so that we learned about cords, ells, chains, shillings and pennyweights. Our two geography books contained pretty good maps, and long lists of questions based upon them. We wrote with slate pencils upon slates, which we cleaned by the spit and polish method.

Our teachers were changed frequently and were always political appointees, untrained to teach, yet the best teacher I ever had was a man who later went far in politics. In all subjects the teachers used the question and answer method in which we memorized the questions and answers in the text books and recited them to the teacher. The problems in arithmetic were mostly puzzles, which we worked at until we had the correct answer, found in the back of the book. English was not taught but the upper grades dipped deeply into grammar. Corporal punishment was used frequently to make the teaching more efficient and for lots of other reasons. We learned little, but we learned that very thoroughly.

Completing the upper grades, I entered High School, then somewhat of an innovation. The teachers there were about the same as those in our elementary school. They taught entirely from books, so that even the smattering of geology, physics and chemistry that I received was derived from books, memorized without having seen a rock specimen, a chemical or any apparatus. The school had poor ventilation, no decent lavatories, and no gymnasium.

At the age of eighteen I graduated, having received more education than most boys of that time. After working a whole season on a truck farm I got a job as order boy in a big wholesale hardware store which gave me the best training that I had received up to that time. Part of the work was to learn the names and uses of the innumerable articles in the stock, tools of every trade, fittings and furnishings for shops and homes, and not only their names, but the exact place on the eight floors of the store where every one of these articles could be found instantly. It was a good school, the teachers were capable, though rather on the harsh side, and they hammered into me habits of orderliness and doing hard work continuously, rapidly but accurately, which have stayed with me ever since.

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Three years later I tried an examination set by the City as an experiment to qualify principals of schools. I did not want to be school principal particularly, but passed it, and to my consternation was assigned as principal to the very school which I had attended, so becoming what I was for forty seven years thereafter, a school principal.

Few things about the school had been changed. Running water had been installed in the rooms, but not in the lavatories. A few pupils were using paper instead of slates, and the City was supplying some text books.

Ignorant of any teaching methods except those by which my teachers taught, I taught, like them, from text books by the question and answer method, but to learn other and better methods I attended courses in pedagogy. The teachers of these were about the same as the teachers in the High School, having us reproduce what various writers had said about methods, yet unable to teach us how to teach.

After three years in this little school where my job was to teach four or five upper grades, I was transferred to a larger school, quite modern, with running water in its lavatories, steam heat and free books. There I stayed for three years, always teaching at least one upper grade class, reading about teaching and school management, attending meetings and conventions, and applying what seemed good to the job of teaching. We managed to get some drawing and manual training, both rather new subjects, and persuaded our Public Library to loan us a good library for every room.

Always interested in history and Indian relics, I read widely about American archeology and proceeded to excavate several Indian village sites. I had besides acquired a pretty good idea of geology, not from my High School work, but from following the Harvard Summer group of geologists, Shaler, Whitney, Davis, et al., through the complexities of New England granites. Naturally in my free time I visited the big museums of the United States and Great Britain which had to do with these subjects. All these museums were at that time merely vast storehouses of curiosities of little value to most people, yet much of the material seemed to be educational if it could be placed at the service of the schools. Children were reading about all such things in their school books, but seeing and handling them would be much more valuable than merely reading about them. In 1902 and 1903 two leading educational magazines ran three articles in which I tried to show that the museums were primarily educational institutions, and that they could best serve as

such by co-operating with the schools, and I outlined a program for this sort of co-operation.

For several years after the appearance of these articles our local museum engaged me to see how such co-operation could be carried on. So successful were the experiments and demonstrations that other museums experimented, with the result that now most if not all the museums in the United States are using their exhibits to supplement the educational work done by schools. The report of this type of work for the school year of 1942-43 by the Buffalo Museum of Science shows that 26,309 pupils of the public and parochial schools of that city were carried to the museum by the City's school buses, and there conducted through the exhibits by trained guides who followed the work outlined for the schools by the State. Besides, 41,700 sound and silent films owned by the Department, and 305,000 slides were sent by Museum trucks to the schools on request of the teachers.

A MAJOR RISK—WHAT TO DO

Continued from last month.

J. HARVEY COULTER
Dwight Morrow High School
Englewood, New Jersey

IF, then, the purpose is clear; namely, to elevate the level of professional achievement in the interests of all concerned, by removing the factors that tend to keep that level down—factors emanating from three sources: the public, their officials, and the teachers themselves—what may be done to bring nearer the accomplishment of that purpose?

First and foremost, teachers must stand up for themselves. To sit back in moody discontent and place the blame on the shoulders of others will avail little. After all these others have their troubles too, and whether from lack of interest or from ignorance of the facts, experience has made it clear that action originating in these sources is not to be expected. Instead of wrong motives or unwillingness to act, it may be simply that the button to set the machine in motion has not been pushed. It is up to the teachers to press that button. Nor are they lacking in the prerequisites to effective action. They have the intelligence and, in their Teachers' Associations, the necessary organization. Add to this a generous injection of determination, and the outcome is not devoid of promise.

It is only fair to assume that the will to raise their own status and that of teaching is present with teachers generally. But what specific steps may be directed towards this desirable end? First there must be mobilization for definite action. The profession too long has taken it sitting down, so to speak. It has taken for granted that teaching is an underpaid vocation; that as public employees its members are excluded from active participation in the affairs of their employers, the public. In short, they have accepted too much and waited, in vain, for others to bring about the long-overdue improvement in their lot. Now it is imperative that all Teachers' Associations from the N E A down become a unit in realizing that they are embarking on a crusade to save society from the impending threat to education and to this purpose at least temporarily all other activities must be subordinated. In so doing they are but assuming the responsibility for their share in post-war reconstruction which it is their profession obligation to assume. They must establish a policy to include such principles as will best serve the interests of Education, and they must fearlessly advocate that policy by means of speeches and published articles and appeals to parent-teacher groups and Boards of Education. Such a policy should include definite recommendations of a constructive nature arising out of intimate knowledge of existing conditions based on experience. Among such recommendations two may be suggested as of paramount importance:

First—inasmuch as the present status concerns conditions within the schools themselves—a "Council of Education." This council should be headed by the Superintendent of Schools and should include the High School Principal, The Junior High School Principal, at least one Grammar School Principal, a male teacher and a female teacher from the Senior and from the Junior High School, and at least one teacher of Grammar grades. This Council should hold frequent conferences at which the general welware of the schools should be the constant theme. All matters pertaining to this theme should be freely and fearlessly discussed from the individual viewpoints of all members. In this way many matters would be brought to light and the head of the system would be much more broadly informed as to existing conditions and problems arising therefrom than when his contact is limited to one individual who is usually an already over-burdened Principal and occasionally—and unfortunately—one who, for reasons of his own—good, bad, or indifferent—fails to bring to the Superintendent's attention conditions of which he should be aware. Such a Council would be in position to make direct recommendations to the Superintendent for his own use or for forwarding to the Board of education.

Second—since personnel is probably the most vital of the elements underlying the problem, and since salaries are closely allied with per-

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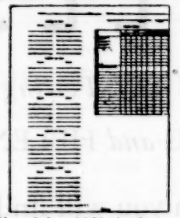

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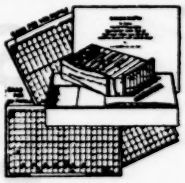

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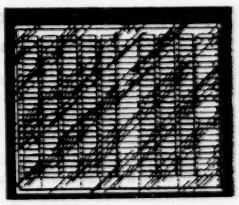

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sonnel—a "Teachers' Salary Adjustment Board." This Board should consist of a member of the Board of Education, a Principal, a male teacher who is the head of a family, a female teacher, and two citizens (a man and a woman) not connected with the school system. The sole concern of such a Board should be the thorough analysis of two things: (a) the cost of living in the community served by the Board, and (b) the financial requirements of teachers of such professional calibre as the community desires to employ. With the facts in these two fields in their possession and without regard to other communities or "average salaries," the Board should draw up such a scale of salaries as would encourage desirable teachers to seek employment and should recommend to the authorities the establishment of such salary adjustments as would bring the cost of living, as teachers should live, into something like harmony with actual teachers' pay. The duties of this Board would be purely diagnostic and advisory, and since final action on its findings would become the responsibility of others, the Board need not concern itself with such matters as the ability of the community to follow its recommendations.

With such a policy of definite recommendations, the teachers of a community acting as a unit through their local Teachers' Association in pursuit of a worthy objective would be justified in the reasonable hope of achieving results both satisfactory to themselves and profitable to the community they serve.

Propaganda? Call it what you will, but it should and would sound like the voice of an aroused and re-inspired multitude—the teachers of America too long quiescent under the dispiriting neglect of a distracted citizenry and an apathetic officialdom. At any rate, it would be a start, the start of a great movement toward a coveted and essential goal—the safeguarding of the future of our youth at the dawn of a perilous post-war era. To reach that goal educators of America must rise as a unit and dedicate themselves to its attainment. They must manifest the same enthusiasm for high standards of character, personality, and intellectual achievement as in many localities they have for high salaries. Officials must encourage them in this high endeavor and must render its accomplishment possible by establishing salary schedules that will attract and retain the services of the best teachers, both men and women, with a decidedly more even proportion of the two. For in all sincerity, and recognizing the invaluable services of women, only the blind or prejudiced will fail to admit that always teaching has been taken for granted as peculiarly a feminine role. The teacher is still universally referred to as "she" and the psychological effect of this discriminatory habit has been, almost as much as have low salaries, instrumental in prejudicing men against entering the field. The public must be informed of the gravity of the existing condition and the serious outlook which it entails for the future of their children.

When the public and their servants in official places are thus aroused from their static complacency into a state of dynamic interest in the problem, and when the teachers likewise awake to a realization of the magnitude and importance of their task of arousing both public and officials, then and only then may we hope that the present risk to the youth of America and our educational system inherent in the status of teachers and teaching, will be liquidated.

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Use a Dictionary: How dictionaries differ; kinds of information they contain; learning pronunciation marks.

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Use an Atlas: How to locate places on atlas maps; importance of index; pronunciation; other information in atlases.

Do Committee Work: Working together in committees; avoiding disturbances; tolerance; committee assignments; sharing the work.

Take Part in a Social-Studies Discussion: Cooperative venture in thinking; connecting with statements of others; agreeing with others; disagreeing.

Use the Library Card Catalogue: How cards are filed; cross-indexing; using call numbers; selecting likely books; locating books on shelves.

Use an Index: Importance of book indices; hunting topics under various headings.

Use the World Almanac: 900 pages of facts; how to locate needed facts; hunting through the index.

Locate References on a Topic: Ways of finding references in the library; card catalogue; encyclopedias; clipping files, etc; compiling a bibliography.

Read Simple Graphs: Purpose of a graph; kinds of graphs; understanding graphs; getting facts from graphs.

Read Pictorial Graphs and Maps: Facts dramatized; pictorial symbols; headings and keys; getting facts from pictorial graphs and maps.

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The News Digest

OF EDUCATION IN ACTION

Scholarships Offered To Greek Students

NEW YORK—One hundred and fifty-four scholarships, valued at $800,000, have been offered by colleges and universities of this country to qualified students from Greece. These scholarships, to provide tuition and maintenance, are to be supervised by the Anglo-American-Hellenic Bureau of Education. Organized in 1941, this bureau attempts to provide college facilities in this country, Britain and Canada for Greek students.

Following their training, these students will return to Greece in order to help direct the reconstruction work of that country. A method of selecting the students has been developed. When Greece is liberated the University of Athens Committee will ask the principals of all the Greek gymnasia for the names of those students who appear to be qualified. Three deserving students will be chosen from each gymnasium and the educational bureau will select one from the picked three.

Trainees Visit Quebec To Practice French

ANNANDALE, N.Y.—Army Specialized Training Program trainees studying French at Bard College are having a dramatic opportunity to test their competence in that language in a plan developed by Professor Artine Artinian, chairman of the French Department, and Major Harvey N. Brown, Commandant of the ASTP unit at Bard. Under this plan each week a selected group of trainees is permitted to spend three full days in Quebec, Canada.

A noncommissioned officer is in charge of the group and one of his duties is to see that French is spoken exclusively both to and from Quebec, as well as during the three days actually spent in that city. The Quebec Department of Education has become interested in the project and will cooperate to make the visits as fruitful as possible.

Besides providing a realistic test of the ability of trainees to get along in a completely French atmosphere, the plan, according to Professor Artinian, has created increased interest in oral French on the part of civilian students.

U. S. Backs Plans To Restore War Ruined Schools

WASHINGTON— That the United States will cooperate with other nations after the war to help rebuild the school systems of Europe became evident with the publication of the State Department's position on this question. In a detailed statement of policy, Secretary Hull announced that this country would join with the United Nations in sponsoring an international educational and cultural program.

At the same time the State Department appointed a delegation of five prominent educators and public officials to represent this country at the Conference of Allied Ministers of Education in London.

During the past year conferences have been held by the leading educational associations looking toward the establishment of an international office of education. Last September at Harpers Ferry thirty foreign countries joined American representatives in a significant conference. At that time the State Department had two unofficial delegates in attendance,

At various times during recent months meetings have been held at New York University, sponsored by the United States Committee on Educational Reconstruction, to outline procedure to be followed during the post-war period. School leaders of many of the occupied countries explained that some kind of outside aid would be absolutely essential if the cultural life of the war-torn lands were to be re-established.

Your Attitude Toward Education, Sir?

WASHINGTON—For the first time the 900,000 school teachers of this country are receiving analytical reports on the attitude toward education of the leading Presidential candidates. The National Education Association's democracy commission is issuing a series of defense bulletins that will contain the records of the Republican and Democratic candidates on school issues.

According to Dr. Donald DuShane, secretary of the NEA commission, an attempt will be made to keep the teachers informed on the position taken by the candidates on vital school problems.

Basic English Expert Honored by Harvard

CAMBRIDGE, MASS. — Ivor Armstrong Richards, whose work in development of basic English drew favorable comment from Prime Minister Churchill during his visit to Harvard last summer, has been appointed to the post of university professor, Harvard announced.

Richard's appointment, which becomes effective July 1, marks the fourth time that a professor has been appointed to the new type of roving professorship since its establishment at the Harvard Tercentenary, and he is the first professor to receive this appointment since the war's outbreak.

Democracy Should Begin In Kindergarten, Says Warren

BOSTON, MASS.—Actual practice of democracy must begin in the kindergarten if democracy is to persist, Julius E. Warren, State Commissioner of Education, asserted before the fifteenth annual State Conference of Principals of Elementary Schools and of Supervisors of Public Education at the Hotel Statler.

Speaking at the luncheon session highlighting the Conference, Commissioner Warren stressed the need for teaching children to think for themselves, to assume civic responsibility and to practice self-discipline and control.

"The process of teaching children how to think," said Mr. Warren, "is a costly program, but it is essential if democracy is to persist.

"We have already seen what can be achieved by a dictatorship or a fascistic program in education. If you care enough about the form of your government," the Commissioner warned, "you had better begin to think in terms of helping children and youth to think for themselves.

"Democracy is not an inherent pattern of behavior," he pointed out. "It must be learned by actual practice, and it must begin in the kindergarten. This requires highly skilled teachers in the early grades."

Self-discipline and self-control he classed as among the most important lessons for the child to learn. "Any school which doesn't teach them," he declared, "deserves whatever blame descends upon it."

School Lunches to Have Educational Function

WASHINGTON—Procedures by which the school lunch, whether it be a box luncheon, a one-hot-dish lunch or a complete cafeteria meal, may be made "an integral part of the school's educational program" are outlined in a pamphlet issued by the United States Office of Education, "Making School Lunches Educational."

The pamphlet is in line with the bill sponsored by the Office of Education, under which the growing school lunch program, now administered by the War Food Administration, would be administered by State and local educational authorities, on the ground that school lunches are primarily an educational rather than a war food matter.

While stress is put on teaching health and nutrition through the school lunch, the pamphlet also calls attention to possibilities of teaching citizenship, money management and consumer problems.

Remote Control For Chinese Students

CHUNGKING—The new system of governmental guidance for Chinese students abroad, indicative of the general trend in China's educational policies, will include "students' superintendents" of the Chinese Ministry of Education who will be stationed in the United States and Britain.

Under the new plan students desiring study abroad must obtain permission to do so.

During two years abroad, which will be the normal limit, students must unconditionally submit to control and guidance of the superintendent on all matters concerning scholastic record, general behavior, and political thought. Those failing to submit regular reports to the superintendent will first receive warning, then be sent home if failure recurs for three terms.

Federal Gift To Boston Schools

BOSTON—A half million dollars worth of machinery and tools were given the Boston schools by the federal government last year, but the schools would like to get that much more, plus an annex for the automotive department at Brighton High School, it was announced by the school committee.

James J. Maher, superintendent of schoolhouse construction, was directed to investigate the possibility of obtaining federal gifts of another half million dollars worth of mechanical equipment and to study legislation to see whether it would be possible to enlarge Brighton High School under a federal grant.

Hingham Pupils Run the School

HINGHAM, MASS.—There's an elementary public school just outside Boston where the 200 pupils, aged six to eleven, "run the show."

It's Hingham's West School, where pupils take turns at being teacher, where every phone call is answered by a child's voice, where every visitor is greeted by a bright-eyed cherub, and where tiny first graders have a voice in the rulings of "city government."

A strong believer in the theory that you can't teach a person democracy unless he has the chance to practice it, the principal, Miss Lucy Norris, has imbued the Hingham school with democratic management.

The plan is not an Utopian concoction waiting to prove the test of time, it's an institution that rounds out its 23rd year his spring.

Shaw Advocates Longer Alphabet

LONDON—George Bernard Shaw, in a letter to the London Times, offered to leave his fortune—"if war taxation leaves me anything to bequeath"—for the establishment of a 41-letter English alphabet.

"We have no English alphabet," Shaw wrote. "We make shift with Phoenician one but it has only 26 letters representing 26 speech sounds. English speech has 42 sounds which must be spellable before the language can be written or read intelligibly."

Teachers Prepare Health Study Unit

SPRINGFIELD, MASS.—A study unit on health, prepared by the teachers of Springfield, Mass., is to be introduced into hundreds of school systems in all parts of the country next fall, it was disclosed recently. This unit, called "The Message of the Christmas Seal," has been prepared by the teachers in cooperation with the National Tuberculosis Association, now marking its fortieth year.

Directing the work of the unit, which is suitable for use on all grade levels from the first through high school, was a committee of twelve teachers headed by Miss Ruth Evans, president of the Eastern area of the American Association for Health, Physical Education and Recreation.

75 Schools Used As Play Centers

NEW YORK—In seventy-five of 650 elementary and junior high schools the Board of Education now operates after-school centers. Two hundred and twenty-five teachers—some of them instructors in recreation or shopwork, others regular classroom teachers—take over the supervision of activities from 3 to 5 or 6 P. M.

Forty of the centers have kindergarten groups for younger children. Attendance is said to be from 150 to 175 children every day.

The program is directed by Francis J. Brennan, acting director of the Division of Recreational and Community Activities. All that Mr. Brennan claims is a beginning in the right direction. The Board of Education has no appropriation for after-school activities. To keep the schools open, to pay a skeleton staff, to supply a minimum of material, $150,000 has been eked out from the existing budget.

School-Bought Jeep Lands in Marshalls

KWAJELEIN ATOLL, MARSHALL ISLANDS—If the students of St. Andrew's School of Erie, Pa., want to know what happened to their jeep, it was the first jeep ashore when the Marines landed in the Marshall Islands. It now serves as headquarters for an air liaison unit.

The children of St. Andrew's purchased the jeep by buying war bonds back in the U.S.A. A plaque on its side marked its identity. The vehicle somehow found its way into the Marine Corps and was put aboard a ship bound for the Marshall Islands operation.

Lt. Samuel Holt McAloney of Greenwich, Conn., air liaison officer, wrote the students of St. Andrew's that their jeep was the first vehicle of its kind to land on Japanese territory.

He will keep them informed of its whereabouts in the Pacific theater.

School Employes Get Raise in Salem

SALEM, MASS.—Cost of living wage increases of $190 a year to 213 teachers and administrative employes and $158 to 24 school janitors were voted by the school committee.

The raises, retroactive to Jan. 1, are on a temporary basis and for renewal next year will have to be voted again by the committee. Their annual cost is estimated at $44,262.

Mayor Edward A. Coffey, committee chairman, cast the only dissenting vote. He favored a 10 per cent increase for all school employes earning less than $2000 a year and a 5 per cent increase for those earning more than $2000.

Sees Colleges Due For Financial Troubles

HAMILTON, N. Y.—A warning that the most difficult phase of war finances, that of reconversion and rebuilding, lies ahead of the colleges, was made by Dr. Everett Case, president of Colgate University, in his annual report. This is Dr. Case's first report since he became Colgate's ninth president.

Because service training programs may be tapered off and ultimately terminated before any substantial number of students return to complete their interrupted education, colleges may have to make all possible economies and then seek increased support from alumni and friends, Dr. Case warned. He expressed the conviction that the balance of civilization cannnot be restored without the aid of liberal education. After the war, Dr. Case suggested, teachers should be provided with the opportunity to do wider research and investigation in their fields.

University of Illinois For Better English

CHICAGO—The University of Illinois trustees have approved a recommendation that all undergraduates must demonstrate a reasonable proficiency in the use of English before receiving degrees.

Upper-classmen who get low grades in rhetoric must take a qualifying examination in English. Failing to pass, they will be compelled to take an extra one-semester course to remedy their deficiencies.

The new requirements apply to all students who matriculate after Sept. 1. They grew out of a three-year study by the university faculty of ways of raising the standard of student English.

BOSTON UNIVERSITY SUMMER TERM

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Teachers and school administrators may plan programs in

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* * * * *

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688 BOYLSTON STREET **BOSTON, MASSACHUSETTS**

British Envoy Exiles Teacher

LONDON—Betty Walker, a young Canadian teacher in Turkey, incurred the displeasure of the British Ambassador when she told him to stop wagging his finger at her during a Christmas Day reception and as a result was banished to a lonely teaching post, The Sunday Dispatch said recently in a cable from its Ankara correspondent.

According to the story, the teacher was told she would have to leave Turkey, but a British newspaper correspondent took her part and the result was the British Council sent her to the lonely post at Izmi.

Radio Newscasts In Chicago Schools

CHICAGO—The daily radiocasting of news, using a radio news service, has been instituted in Chicago public schools, George Jennings, Director of the School Radio Council, announced. He said the Chicago schools were the first in the country to have such service.

The Board of Education approved a contract with the Press Association, the radio branch of the Associated Press, for installation and maintenance of the service, Mr. Jennings said, and added the radiocasts are made over the board's own frequency modulation station.

The new school service is directed to elementary pupils, with regular news reports edited and rewritten. In many cases, Mr. Jennings said, news stories serve as bases for lessons in geography, history, civics, and other subjects.

"WAR and EDUCATION"

1st printing May, 1943; 2nd printing March, 1944 512 pages, black vellum $4.00

"One of the few books on education that made any sense to me," *Richard T. La Piere, Stanford U.* "Extraordinarily good stuff," *W. Lloyd Warner, U. of Chicago.* "Complete and scholarly," *Rockwell Kent.* "A most stimulating book," *Read Bain, Miami U., Ohio.* "A must book for all men and women," *Marco Morrow, Topeka.* "A vigorous book," *Merle Curti, U. of Wis.* "A mine of information," *Alliston Cragg.* "Amount of information leaves me gasping," *Maj.Gen. J. F. C. Fuller, England.* "Discloses remarkable intellect, breadth of understanding, unbelievable mental energy," *Ex-Congressman George H. Tinkham.*

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This is the separately published Introduction to the 28th edition of the Handbook of Private Schools. Circulars on Request.

PORTER SARGENT
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Longer School Day Urged By Ontario Teachers

TORONTO—That Ontario educational administrators study possibilities of lengthening the school day, in order that timetables would provide for new educational activities, supervised study periods, and a more equitable distribution of increased teacher load was approved at the recent convention here of the Ontario Secondary School Teachers' Federation.

The convention endorsed the Federation's schedule of salary minima, with annual minimum of $1,400 for Boards of Education employing one to four teachers; $1,600 for five to 15 teacher systems, and $1,800 for 16 teachers and over. The advisability of pupils who are approaching the age of 16 remaining in school to continue their education was stressed in a resolution which asked the Department of Education to use all possible means to enforce the Adolescent School Attendance Act.

Ontario's educational system is about to undergo major changes, including a financial operation which will cut away some of the burdens now being borne by real estate, it was promised by Leslie Frost, Provincial Treasurer, and Acting Minister of Education.

Bulletin Provides War-Time Guidance

BOSTON—To aid high school boys who face induction, Boston University has been publishing a "Wartime Bulletin." The bulletin was started last year by Dr. Judson Rea Butler, Boston University's school and college relations director, after he had interviewed hundreds of high school boys and listened to their problems and troubles. A 17-year-old boy who attends a high school which holds semi-annual graduations, now knows that if he becomes 18 during his final half year at school, he will be permitted to graduate. He is clearly told of the scholarships available in the Army Specialized Training Reserve Program, the date of the examinations and what they mean; he learns of the Navy college training programs, the Marine Corps enlistment, the Massachusetts Maritime Academy and any other branch of the service that is open. The boy who wants to go to college is informed of the critical occupational fields which postponed induction. The scientific and specialized fields are listed, as are the professional and pre-professional avenues and other sciences.

China Sending Students to Turkey

WASHINGTON—The Chinese government plans to send 10 scholarship students to Turkey for three-year courses in political science, diplomacy, history and geography, the Chungking radio reported recently.

The broadcast, reported by the Federal Communications Commission, said that the students would be selected through competitive examinations given by the Ministry of Education.

Upon their return to China, the students will be assigned to work by the Ministry, the broadcast added.

Army Sending Fewer To Colleges

WASHINGTON—The War Department has announced that the Army Specialized Training Program "is not in process of liquidation," although the number of soldier-students assigned to colleges in the program is now being reduced.

Approximately 140,000 men are now assigned to ASTP. The first group began its training in April, 1943, Army said, and the first graduates have already been assigned to Army jobs.

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